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ABSTRACT

In the interest of understanding the role of Chief Planning Officers (CPO) in gaining broad support for planning within an institution of higher education, this paper used a national survey of administrators to examine that role. This study, conducted by the National Center for Postsecondary Governance and Finance, involved a survey of 3,333 college administrators at 256 higher education institutions randomly selected within 2 levels of stratification: (1) by type of institution, and (2) by major characteristics. It sought to discover administrators' views of planning. Using results based on an overall response rate of 45.8%, the study examined the relationship between having a chief planning officer and administrators' perceptions of campus planning. It found that the presence of a CPO was accompanied by: (1) an increase in the perception of more comprehensive and rational planning; (2) an increase in the likelihood that administrators attitudes about planning would favor more comprehensive processes; and (3) a greater effect on perceptions of how planning was handled on campus. It is noted that the presence of CPOs may symbolize the rationality of the planning process and the institution's commitment to a comprehensive, analytical planning process. The report includes 6 tables and 28 references. (JB)

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The Impact of a Chief Planning Officer on the Adminstrative Environment for Planning

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Jean Endo
Chair and Editor
Forum Publications Editorial
Advisory Committee

The Impact of Having a Chief Planning Officer on Administrators' Perceptions of Institutional Planning

Abstract Institution-wide planning, to be effective, must have the support of key administrators. Presidents, vice-presidents, deans, and directors must feel that sufficient consensus can be reached on explicit goals to make comprehensive planning possible and worthwhile. While much has been written about the importance of CEO leadership in gaining broad support for planning, little has been said about the role of the chief planning officer in this regard. This paper, based on a national survey of administrators' views of planning, studies the relationship between having a chief planning officer and administrators' perceptions of campus planning. Its intended audience includes all those interested in institutional planning.

The Impact of a Chief Planning Officer on the Administrative Environment for Planning

Introduction

The Post-World War II growth, levelling-off, and sporadic bursts of retrenchment in higher education in the United States have been paralleled by a growth of interest in institutional planning. This expanding interest is reflected in the increasing memberships of the two associations related to institutional planning and institutional research in higher education. The Society of College and University Planners (SCUP) has gone from a charter membership of 300 in 1966 to 2,820 members listed in the 1990-91 SCUP directory. The directory of the Association for Institutional Research (AIR), first published in 1966-67 with 392 names, lists 2,402 members in the 1990-91 AIR directory. While the number of planning officers in higher education institutions has continued to increase, the number of studies of their role in and impact on the planning process has not. How does the central coordination of the institutional planning function affect the planning process? Is the presence of a chief planning officer (CPO) related to differences in administrator perceptions of and attitudes toward campus planning? This paper presents a data-based exploration of the latter question.

Literature

Institutional planning has come to play a central role in the higher education management literature. Descriptions and analyses of planning processes include those of Cope (1981, 1985); Hollowood (1981); Keller (1983); Kotler and Murphy (1981); Parekh (1977); Peterson (1980); Scott (1986); Shirley (1988); and Steeples (1988). There is also a growing number of case studies of planning available including Chaffee (1983, 1984); Cloughton (1986); Cope (1987); Farmer (1987); Hyatt (1984);

Lelong and Hinman (1982); Poulton (1980); Schmidltlein and Milton (1990); Steeples (1988); Tack, Rentz, and Russell (1984); and Zemsky, Porter, and Oedel (1978). Although many authors have discussed the importance of executive leadership and the role of faculty participation, there is almost no mention or evaluation of the presence of an increasingly prevalent and central participant in the planning process--the chief planning officer. In addition, the literature that examines the role and function of university institutional research/planning offices and their leadership (e.g., Brown and Yeager, 1977; Miselis, 1988; Peterson and Corcoran, 1985; Storrar, 1981; Saupe, 1990) includes no studies of the utility of the CPO in the overall planning process.

Conceptual Framework

Two important obstacles confront the study of CPOs. The first obstacle is the lack of homogeneity in title or job description of this position. The position may reside in any one of a number of functional areas of administration including: the president's office, finance or budget planning, academic affairs or academic planning, or institutional research. It may even be established as a separate function. Therefore, it is not surprising that titles for this position vary by institution as do reporting relationships and responsibilities. A second obstacle lies in the difficulty of isolating the impact of a CPO from other factors that influence institutional planning. These obstacles were removed in a recent national survey of institutional planning done by the National Center for Postsecondary Governance and Finance (NCPGF) under the direction of Dr. Frank Schmidtlein. The conceptual framework and the data for this study are drawn from the NCPGF research project.[1]

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[1]Institutional Planning Project of the National Center for Postsecondary Governance and Finance, funded by a grant from the Office of Research, U.S. Department of Education. The authors wish to express their gratitude to Frank Schmidtlein, Toby Milton, and Jon Larson for providing access to the data from their study.

The dependent variables in this study, depicted in the conceptual framework on the following page (Figure 1), are 1) administrator perceptions of what current planning processes and values are on their campuses and 2) administrator attitudes about what planning processes and values should be. The framework for administrators' perceptions and attitudes was constructed from Schmidtlein's (1973) planning process paradigms, the "Comprehensive-Predictive" and the "Incremental-Remedial". The two paradigms were defined by Larson (1987, p. 11-12) as follows:

> Comprehensive-Prescriptive Planning is characterized by attention given to technical and analytical systems rather than to political or market processes. It is an approach in which means and ends are explicitly defined, are logically consistent and cover a broad range of alternatives. This approach to planning usually entails formal analysis of costs and benefits and prescribes detailed goals and objectives that are often forecast into a long-range future (Churchman, 1983; Schultze, 1968).
>
> Incremental-Remedial Planning is characterized by attention given to processes rather than to systems. It is an approach that usually focuses attention upon the margins of the status quo, restricts consideration of the variety of alternatives and outcomes to a few, makes successive limited comparisons of means to ends, continually amends choices as trials require remediation, and fragments or pluralizes the decision process (Lindblom and Braybroke, 1963).

While the central relationship being examined is of the presence of a CPO to administrator perceptions of and attitudes about institutional planning, other

variables have been included in this study. Administrator attitudes toward planning may vary by administrative position (Takeuchi, 1984). Also, the breadth of administrator involvement with past and present planning activities may have an impact on current perceptions of and attitudes toward planning. Therefore, these three variables (presence of a CPO, administrative position, and breadth of planning experience of the respondent) are considered here for their direct and interactive relationships with administrator perceptions and attitudes. Finally, the effect of institutional type is examined in this study as a contextual variable. If CPOs are over-represented in any of the institutional types, then a relationship between CPO and administrator perceptions and attitudes may be due at least in part to institutional type. The conceptual framework of the four independent and twelve dependent variables is presented in Figure 1.

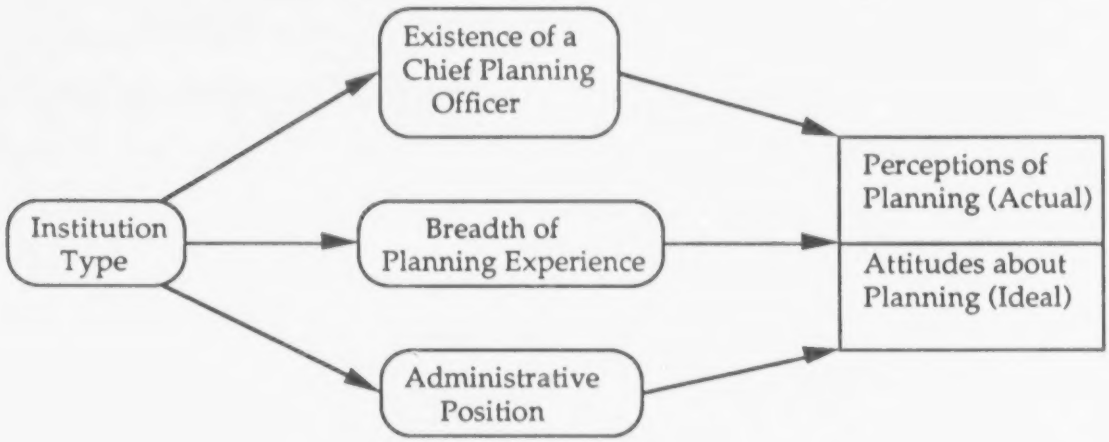

Figure 1. Conceptual Framework of the Relationship Between Existence of a CPO and Administrator Perceptions of and Attitudes about Planning

Research Questions

The central research question of this study was, "Do administrators who indicate the existence of a CPO have different perceptions of actual campus planning and attitudes about ideal campus planning than do administrators who indicate that

there is not a CPO on their campus?" The following sub-questions were developed to guide the analysis :

1) Is there a relationship between institutional type and the other three independent variables (existence of a CPO, administrative position, breadth of planning experience)?

2) Is there a relationship between institutional type and the dependent variables (administrator perception of and attitudes about planning)?

3) Are there relationships between the three independent variables and the dependent variables?

4) What is the relative impact of the existence of a CPO, controlling for the other independent variables?

Data Sources and Methods

The NCPGF study involved a survey of 3,333 college administrators at 256 higher education institutions[2]. The institutions were randomly selected within two levels of stratification. The first level of stratification divided institutions by type--research university, state college, private liberal arts college, and community college. The second level subdivided each type by a set of major characteristics, e.g. research universities into public and private, state colleges into unionized and not unionized, etc. Questionnaires were sent to administrators in 20 different positions at each institution and included trustees, CEOs, vice-presidents, deans, and directors. The overall response rate for the survey was 45.8%. The NCPGF study, while based on a stratified, random sample of institutions, was weighted toward larger institutions that tended to have more of the administrative positions that were being surveyed. For example, while research university and private college

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[2]The survey instrument, methodology, and results are presented in Larson, (1987).

responses each represented 25% of the institutions surveyed, research universities alone accounted for 33.6% of the individual responses while liberal arts colleges accounted for only 18%. The authors of the study explained that the results were "not intended as definitive answers to planning questions but rather as stimulating suggestions for further qualitative study and evaluation" (Larson, 1987). Accordingly, the authors of this study wish to state the same caveat.

Data sources for the independent and dependent variables were:

1. *Existence of a CPO* - This variable is taken from a survey item worded as follows: "Does your institution have a senior administrative officer whose principal duty is to coordinate institution-wide planning?" ❑ Yes ❑ No
Of the 1456 responses to this question, 841 answered "Yes" and 615 "No".

2. *Administrative Position* - A typology of administrative positions in the Higher Education Directory was used to identify the respondent's position. They were clustered into three position categories for this study:

a) Executive Officers (CEO, chief academic officer, chief financial officer, chief student services officer, chief development officer, chief planning officer)

b) Deans and Chairs

c) Mid-level managers (registrar; head librarian; directors of admissions, counseling, financial aid, institutional research, computer center, and alumni relations).

3. *Breadth of Planning Experience* - One survey question asked, "Please check all of the planning activities listed below in which you have personally participated at any postsecondary education institution."

- ❑ College wide planning committee member
- ❑ Evaluate and offer advice about a plan
- ❑ Provide statistical or other technical analysis of a planning issue
- ❑ Review and approve a plan
- ❑ Hold administrative responsibility for plan implementation
- ❑ Draft a plan proposal
- ❑ None of the above

The breadth of planning experience variable used in this study was a total of the number of activities participated in ranging from 0 to 6, broken into three categories as follows:

1) 0-2 activities
2) 3-4 activities
3) 5-6 activities.

4. *Institutional Type* - The four institutional categories represented in this study were:

1) Research University
2) Liberal Arts College
3) State College
4) Community College

5. *Administrator Perceptions of and Attitudes about Planning* - Administrators were asked to respond on a nine point scale to six planning process and values topics. The response scale varied for each topic spanning statements drawn from Schmidtlein's planning paradigms. The six topics and a shortened version of the statements are listed below:

1. *Response to change:*
   a) systematic and long-range vs. b) incremental and short-range
2. *Reducing risks and uncertainty:*
   a) quantitative analysis vs. b) marginal adjustment
3. *Defining goals:*
   a) explicitly vs. b) implicitly
4. *Reaching consensus on priorities:*
   a) by quantitative analysis of needs vs. b) by bargaining and compromise
5. *The main objective of planning:*
   a) optimum choices vs. b) satisfactory choices
6. *The better approach to planning:*
   a) comprehensive/prescriptive vs. b) incremental/remedial

The nine point scales connected the a) and b) positions so that for example, a response of "1" on the scale for topic one indicated a systematic and long-range response to change (the C-P paradigm) while "9" indicated an incremental and short-range response to change (the I-R paradigm). For each of the six topics, respondents indicated what location on the nine point interval scale best characterized their perception of actual institutional planning. On a second nine point scale they indicated their attitude about how planning ideally should be done.

The two scaled responses for each of the six items yielded 12 total responses; six planning perceptions and six planning attitudes. These comprised the dependent variables of the study.

At the core of the study is the strength of the relationship between having a CPO and administrator perceptions of and attitudes about planning. This relationship is studied relative to two other variables that may influence administrative perceptions of planning: administrative position and breadth of planning experience. These relationships are examined in the context of institutional type. If a relationship exists between institutional type and the other independent variables, institutional type must be controlled for in further analysis. If a relationship also exists between institutional type and the dependent variables, then the independent variables' relationships with the dependent variables must be considered in the context of institutional type. These considerations set the sequence of data analysis.

Analytic Results

1. *Existence of a CPO, Breadth of Planning Experience, and Administrative Position by Institutional Type* - Since three of the four variables are categorical, contingency table analysis was used. The data and the resulting chi-square analyses are presented in Table 1.

Insert Table 1 here

There were significant differences in the distribution of all three of the independent variables by the contextual variable, institutional type. The ratio of respondents

who indicated the presence of a CPO to those who indicated that there was not a CPO was much higher in community college respondents than respondents from the other institutional types. The breadth of planning experience was less in liberal arts colleges and state colleges than the other two types. Finally, administrative position categories were not evenly distributed across institutions. Liberal arts colleges and community colleges tend not to use dean titles to the extent that they are used by universities. The relationships between institutional type and the other independent variables dictates that institutional type must be controlled for when the relationships of these variables with the dependent variables are tested.

2. *Administrator Perceptions and Attitudes by Institutional Type* - A one way analysis of variance was used to look for significant difference in administrator perception and attitude mean scores among the four institutional types. The results are presented in Table 2.

Insert Table 2 here

Institutional type was related to only one of the six administrator perceptions of current institutional planning processes, how consensus is achieved (perception item #4). Research university administrator perceptions of how consensus is achieved were significantly closer to the bargaining and compromise end of the response scale than the perceptions of liberal arts college administrators. Administrator attitudes about how planning should ideally be done were related to institutional type for four of the six topics. The responses from liberal arts colleges and state colleges tended to be closer to the Comprehensive/Prescriptive model.

The relationship between institutional type and the dependent variables necessitated that it be considered in evaluating the relative strength of relationship of the three other independent variables with the dependent variables.

3a. *Effect of the Existence of a CPO on Administrator Perceptions and Attitudes by Institutional Type* - Having established the relationships between institutional type and both the other independent variables and the dependent variables, the analysis of the relationship between the existence of a CPO and administrator perceptions and attitudes, proceeded controlling for institutional type. Forty-eight T-Tests were used to test the significance of differences between the group means of CPO-yes and CPO-no on the twelve perception and attitude variables for the four institutional types. The results are presented in Table 3.

Insert Table 3 here.

The relationship between the existence of a CPO and administrator perceptions of campus planning is striking. On all six of the perception variables, across all four institutional types, mean responses for CPO-yes were lower (closer to the Comprehensive/Prescriptive model) than were the mean responses for CPO-no. The differences were significant for 22 of the 24 tests (six perception variables by four institutional types).

A relationship also exists between the existence of a CPO and administrator attitudes about how planning should ideally be done. The CPO-yes group mean scores were lower than the CPO-no group mean scores for 22 of the 24 administrator attitude

T-Tests. Twelve of the 24 differences between means were significant. Community college administrator attitudes toward planning were not significantly related to the existence of a CPO.

3b. *Effect of Breadth of Planning Experience on Administrator Perceptions and Attitudes by Institutional Type* - The next step of the analysis was to test the relationship of the second independent variable, breadth of planning experience, with the dependent variables, perception of and attitude toward planning. A one-way analysis of variance of breadth of planning experience mean scores for the dependent variables was run for each institutional type. With the exception of some differences by experience for state college respondents, little relationship was found between breadth of planning experience and administrator perceptions of and attitudes toward institutional planning. The results are presented in Table 4.

Insert Table 4 here.

3c. *Effect of Administrative Position on Administrator Perceptions and Attitudes by Institutional Type* - The final step in this stage of the analysis examined the relationship between administrative position and administrator perceptions and attitudes toward planning, controlling for institutional type. A one-way analysis of variance of the effect of administrative position on each of the dependent variables was run for each institutional type. Although some differences by administrative position were found for research universities, in general, little relationship existed between these variables. The results are displayed in Table 5.

Insert Table 5 here.

4. *Effect of the Existence of a CPO on Administrator Perceptions and Attitudes Controlling for all other Variables* - The final analysis was a four-way anova. The relationships of each of the three independent variables and of institutional type with the dependent variables were considered simultaneously. The resulting analysis is displayed as Table 6.

Insert Table 6 here.

When all four variables were considered simultaneously (institutional type, administrative position, breadth of planning experience and the existence of a CPO), the existence of a CPO made the most significant difference in administrator perceptions of how planning was actually being carried out. As was shown earlier (Table 3), the difference favored the Comprehensive/Prescriptive paradigm. Breadth of planning experience was related to administrator perception of explicitness of goal definition (item #3) and institutional type was related to administrator perceptions of how consensus is achieved (item #4).

While the presence of a CPO also has a clear relationship with most of the administrator attitude variables, it does not stand out relative to the other independent variables to the same extent as it did for the perception variables. Table 6 suggests that both the existence of a CPO and institutional type have strong independent relationships with most of the administrator attitude variables.

Various interaction terms also have significant independent relationships with some of the attitude variables.

Discussion and Conclusions

The results of this study which used a broad sample of administrators from diverse institutions surveyed in the NCPGF project suggest a relationship between the presence of a CPO and administrators' perceptions of and attitudes about institutional planning. In all four institutional types, the presence of a CPO was accompanied by an increase in the perception of more comprehensive and rational processes of campus planning. The presence of a CPO also seemed to increase the likelihood that administrators' attitudes about ideal planning would favor comprehensive processes to a greater extent than administrators who reported no CPO position on their campus. Most importantly, the presence of a CPO had a greater effect on perceptions of how planning was handled on campus than did institutional type or administrative position or breadth of planning experience of the respondent.

The generalizability of these findings is limited by the fact that the unit of analysis was the individual administrator and not the individual campus. For example in examining responses by institution, we were surprised to discover a lack of agreement among administrators about the presence of a CPO. We found that agreement about whether or not there was a senior administrative officer whose duty it is to coordinate institution-wide planning existed in only 57% of the institutions (82 of 143).[3] Even in surveyed institutions that had listed a chief

[3]Institutions were included in this analysis if they were represented by three or more respondents from a group consisting of executive officers, deans, and directors of institutional research. Agreement was defined as at least 70% consensus among the respondents.

planning officer in the Higher Education Directory (n=47) and who had enough respondents to make the test of agreement meaningful (n=32), only 63% (n=20) agreed that there actually was such a person in the institution. The lack of agreement suggested by these two attempts to verify the survey responses is striking and suggests the results need to be viewed tentatively.

However, the emphasis of these findings on the perceptions of the individual administrator is still important. Despite the limited agreement within an institution as to whether a CPO position exists, those administrators who think that there is a CPO are more likely to perceive the planning process as systematic, comprehensive, and rational than are their colleagues who say that there is no CPO. How might these findings be interpreted? The simplest, broadest interpretation is that CPO's actually do make institution-wide planning processes more comprehensive, systematic, explicit, etc. This interpretation is bolstered by the likelihood that administrators take the staffing of the CPO position as an institutional commitment to a comprehensive, analytical planning process. Thus, the CPO to some extent may symbolize the rationality of the process, thereby bringing it legitimacy and credibility.

A more mundane explanation is also possible. The presence of a CPO may indicate that a particular campus is currently involved in a visible planning process. If that were the case, it would be likely that planning on that campus at that time would look more systematic and comprehensive than its status quo, the incremental alternative. Unfortunately, the NCPGF survey did not include a question asking if there was currently a formal, institution-wide planning process in place, so it is not possible to test this hypothesis.

Table 1

Distribution of CPOs, Breadth of Planning Experience, and Administrative Positions by Institutional Type

Chief Planning Officer

CPO	Research University	Liberal Arts College	State College	Community College	Totals
1. CPO-yes	278	133	221	209	841
	57%	51%	55%	69%	58%
2. CPO-no	212	129	178	96	614
	43%	49%	45%	32%	42%
Totals	490	262	399	305	1456
Chi Sq Sig =.000	34%	18%	27%	21%	100%

Breadth of Planning Experience

Planning Activities	Research University	Liberal Arts College	State College	Community College	Totals
1. 0 - 2	87	70	89	54	300
	17%	26%	22%	18%	20%
2. 3 - 4	149	89	134	88	460
	30%	33%	33%	29%	31%
3. 5 - 6	267	114	183	166	730
	53%	42%	45%	54%	49%
Totals	503	273	406	308	1490
Chi Sq Sig =.007	34%	18%	27%	21%	100%

Administrative Position

Admin. Position	Research University	Liberal Arts College	State College	Community College	Totals
1. Executive Officers	146	123	156	140	565
	30%	46%	38%	46%	38%
2. Deans	150	11	95	43	299
	34%	4%	24%	12%	20%
3. Directors	198	133	158	120	609
	40%	50%	39%	40%	41%
Totals	494	267	409	323	1473
Chi Sq Sig =.000	34%	18%	28%	22%	100%

Table 2

Administrator Perceptions and Attitudes About Institutional Planning by Institutional Type
(One-way ANOVA and Comparisons of Means)

Perceptions and Attitudes	Sig. of F. (Anova)	Institutional Type (Mean Scores)				P. <.05 for Inst. Types
PERCEPTIONS:		Research University	Liberal Arts Collge	State College	Community College	
1. Response to change						
2. Reducing Risks and Uncertainty						
3. Defining Goals						
4. Reaching Consensus	.000	5.624	5.011	5.281	5.172	RU - LA
5. Main Objective of Planning						
6. Better Approach to Planning						
ATTITUDES:						
1. Response to change	.002	4.069	3.713	4.033	4.380	LA - CC
2. Reducing Risks and Uncertainty						
3. Defining Goals						
4. Reaching Consensus	.001	4.538	4.049	4.053	4.325	RU - LA RU - SU
5. Main Objective of Planning	.015	4.676	4.242	4.215	4.384	RU - SU
6. Better Approach to Planning	.000	3.966	3.532	3.669	4.208	RU - LA, LA - CC, SU - CC

Table 3

Differences in Administrator Perceptions and Attitudes by CPO-yes and CPO-no, Controlling for Institutional Type
(T-Tests, Group Means and Probabilities of T-Statistics)

	Research University			Liberal Arts College			State College			Community College		
Administrator Perceptions & Attitudes	CPO yes (means)	CPO no (means)	Sig. (P.)	CPO yes (means)	CPO no (means)	Sig. (P.)	CPO yes (means)	CPO no (means)	Sig. (P.)	CPO yes (means)	CPO no (means)	Sig. (P.)
PERCEPTIONS												
1. Response to change	5.00	5.79	***	4.98	5.89	***	5.21	6.01	***	5.22	6.06	**
2. Reducing Risks and Uncertainty	5.09	5.35		4.99	5.70	**	4.98	5.57	**	5.04	5.65	**
3. Defining Goals	4.55	5.38	***	4.08	5.02	**	4.46	5.29	***	4.47	5.49	***
4. Reaching Consensus	5.35	5.97	***	4.61	5.44	***	5.00	5.57	**	5.02	5.47	
5. Main Objective of Planning	4.97	5.58	***	4.75	5.56	**	4.84	5.44	**	4.92	5.51	*
6. Better Approach to Planning	4.86	5.58	***	4.50	5.43	***	4.84	5.64	***	5.14	5.70	*
ATTITUDES												
1. Response to change	3.88	4.30	*	3.48	3.89		3.96	4.05		4.32	4.48	
2. Reducing Risks and Uncertainty	4.51	4.66		4.21	4.89	**	4.13	4.56	*	4.66	4.84	
3. Defining Goals	3.36	3.79	*	2.85	3.66	**	3.14	3.69	*	3.71	3.76	
4. Reaching Consensus	4.42	4.68		3.87	4.25		3.81	4.27	*	4.35	4.25	
5. Main Objective of Planning	4.44	4.98	**	3.91	4.59	*	3.94	4.51	*	4.24	4.68	
6. Better Approach to Planning	3.78	4.23	**	3.38	3.74		3.36	3.94	**	4.26	4.06	

* Probability of T statistic <.05
** Probability of T statistic <.01
*** Probability of T statistic <.001

Table 4

Administrator Perceptions and Attitudes by Breadth of Planning Experience, Controlling for Inst. Type
(One-way ANOVA and Comparisons of Means)

Perceptions and Attitudes	Breadth of Planning Experience (1 = 0 - 2 activities, 2 = 3 - 4 activities, 3 = 5 - 6 activities)							
	Research Univ.		Liberal Arts Coll.		State College		Comm. College	
PERCEPTIONS:	Sig. of F	Group Means	Sig. of F	Group Means	Sig. of F	Group Means	Sig. of F	Group Means
1. Response to change								
2. Reducing Risks and Uncertainty								
3. Defining Goals					.032	1 = 5.35 3= 4.62		
4. Reaching Consensus								
5. Main Objective of Planning								
6. Better Approach to Planning								
ATTITUDES:								
1. Response to change								
2. Reducing Risks and Uncertainty								
3. Defining Goals								
4. Reaching Consensus			.031		.043	1 = 4.47 3 = 3.80		
5. Main Objective of Planning								
6. Better Approach to Planning					.017	1 = 4.07 3 = 3.36		

Table 5

Administrator Perceptions and Attitudes by Administrative Position, Controlling for Institutional Type
(One-way ANOVA and Comparisons of Means)

Perceptions and Attitudes	Administrative Position (1 = Executive Officers, 2 = Deans, 3 = Directors)							
	Research University		Liberal Arts College		State College		Community College	
PERCEPTIONS:	Sig. of F	Group Means	Sig. of F	Group Means	Sig. of F	Group Means	Sig. of F	Group Means
1. Response to change								
2. Reducing Risks and Uncertainty								
3. Defining Goals	.029	1 = 4.60 3 = 5.24			.043			
4. Reaching Consensus								
5. Main Objective of Planning								
6. Better Approach to Planning								
ATTITUDES								
1. Response to change	.000	1 = 4.53, 2 = 4.18, 3 = 3.66						
2. Reducing Risks and Uncertainty	.006	1 = 4.91 3 = 4.26						
3. Defining Goals								
4. Reaching Consensus								
5. Main Objective of Planning								
6. Better Approach to Planning								

Table 6

Administrator Perceptions and Attitudes by CPO, Institutional Type, Administrative Position, Breadth of Planning Experience, and Interactions
(ANOVA)

	Main Terms				Interaction Terms				
	CPO (A)	Inst. Type (B)	Admin Postn (C)	Plng. Exper. (D)	A B	B C	C D	A B C	A B D
PERCEPTIONS:									
1. Response to change	***							*	
2. Reducing Risks and Uncertainty	***								
3. Defining Goals	***			**					
4. Reaching Consensus	***	**							
5. Main Objective of Planning	***								
6. Better Approach to Planning	***								
ATTITUDES:									
1. Response to change		***				*			*
2. Reducing Risks and Uncertainty	**	*							
3. Defining Goals	**	*							*
4. Reaching Consensus	*	**							
5. Main Objective of Planning	***	*							
6. Better Approach to Planning	**	***							*

* Probability of F statistic <.05
** Probability of F statistic <.01
***Probability of F statistic <.001

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